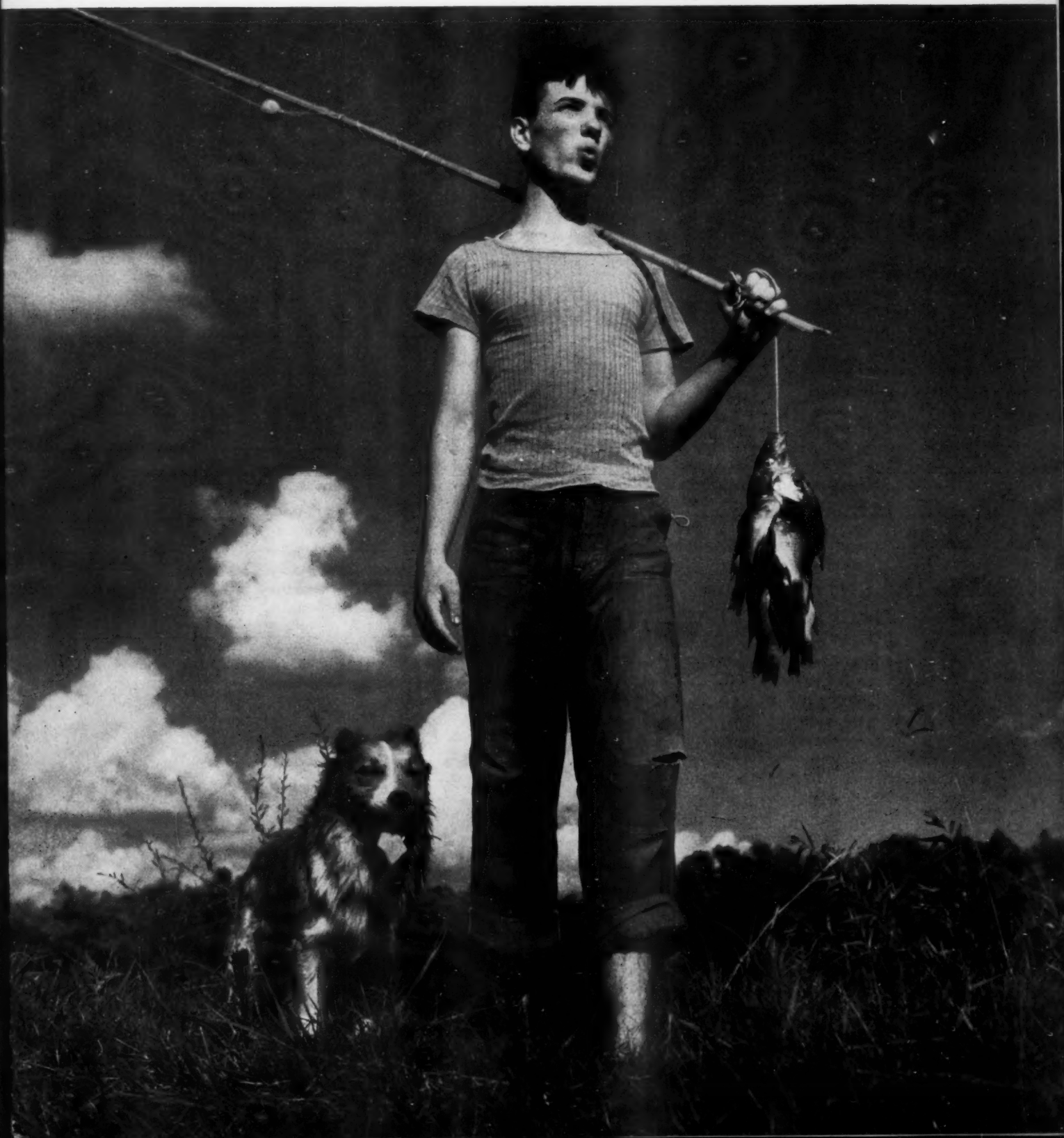


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the CHILD





TEAMWORK IN TEXAS

Lone-Star Counties Line Up for White House Conference

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WHEN you fly over Lynn County, Tex., the farms and ranches stretch out below like great flat pancakes—200, 500, 1,000 acres in size. They form beautifully patterned panoramas with contours that look as if swirled by a giant scythe. Some of the land is planted to cotton, some to grain; on some, cattle range. Part of it is poor, "shinnery" land, as they say in Texas.

A dozen years ago, flying over Lynn County, you would have seen a different picture. There would have been no contoured planting to save the soil, nor terraces to hold the rain. This was Dust Bowl country. In 1934 some of Lynn County soil blew as far away as New York City. When you see neighboring farms planted after a common pattern it means that farmers and ranchers have teamed up in a cooperative effort for soil conservation.

Another kind of teaming up, less discernible to the eye, is taking place in Lynn County today. Citizens of the county are sitting down together for the first time to consider the conservation of children and map out cooperative action to meet their needs.

When the Texas Committee on Chil-

Many States are actively planning for children and youth in preparation for the Midcentury White House Conference. Each State has its own individual differences in organization and plan of action. These differences give evidence of the democratic basis of the planning and the strength of local initiative. The vitality of the White House Conference is rooted in this local citizen action.

This story of how Texas is going about its big job is presented as one example of the Nation-wide picture. Reports on other State programs will be given from time to time in **THE CHILD**.

dren and Youth in the summer of 1948 started planning toward the 1950 White House Conference on Children and Youth it considered the size of Texas—as large as New York, the New England States, New Jersey, Pennsylvania, Ohio, and Illinois—and proposed that each of the 254 counties set up a committee to take inventory within its own borders of its children and the services to them.

A chairman was selected in each county, and the chairman asked to form a committee. A carefully worked out questionnaire was sent to each county in order to provide a uniform basis for the inventory.

The person agreed upon as the logical chairman in Lynn County was Mrs. Fred McGinty, of Tahoka. As the mother of three children, with a busy home life, and a cotton grower in her own right, Mrs. McGinty felt she already had as much responsibility as she could handle. Her fellow citizens, however, knew that when she undertook things she got them done. The final argument came from her husband when he quoted Scripture: "To him that knoweth to do good, and doeth it not, to him it is sin."

Mrs. McGinty took over with the will and thoroughness with which she farms her spreading acres of cotton and manages her household. The questionnaire became a matter of great interest to people of the county. The several sections were assigned to different members of the committee.

Social organization¹ lacking

In times past in this county, where the population is widely scattered, cases of child care were considered on an individual basis. With no county health nurse or doctor, no welfare worker, no truant or probation officer, any emergency usually landed on the doorstep of the county judge. He called in what help he could get. Needy cases were paid for out of court fines. The \$36 a month for the meager library, open two afternoons a week and housed in the courthouse in Tahoka, came from the same source. Social organization for children, or for any other purpose, was practically nonexistent.

When the committee sat down with the questionnaire, listing more than 700 questions in nine different fields—child care and protection, education, health,

youth employment, housing, recreation, religion, library service, handicapped children—facts and figures showed up a realistic picture of children in their county and the environment in which they are growing up. Eighteen percent were living in substandard housing; that meant the flimsy shacks which shelter the Mexican migrant workers upon whom farmers depend to pick their cotton every year, and the shanties in which some of the Negro and low-income white children live.

The questionnaire shows no foster-care provision in the county, no day-care facilities for the mothers who must work in the fields, no public health or welfare services, 200 children not enrolled in school because of farm work; for recreation only one area in the county (for white only); two picnic centers; one gymnasium, in the Tahoka school (available to Negroes once a year for basketball and tournaments); one softball diamond; no community recreation center; no tennis courts or swimming pools in the county; no golf course. Schools are closed after school hours and during vacation. No bookmobile serves the county. The books in the library had been provided by a local club.

The farmers in Lynn County waste practically nothing of the products of their farms. Uses have been found for peanut hulls and an infinite number of uses for cottonseed. There are vaccines and serums to prevent and treat

practically everything that may cause loss or damage to their cattle.

What the questionnaire revealed was that the saving of children through preventive care has not been so carefully planned for in Lynn County. Nor has it in other Texas counties—in fact, in many other parts of this country of ours.

Mrs. McGinty told her fellow workers, when she distributed the questionnaire: "After you've filled it out, make out a list of other questions of your own and pin them on the back, and check on the answers from time to time."

Just smoking out the facts isn't enough. The questionnaire becomes a tool for social action. Facts are translated into terms of children—the gay, lively brood pouring out of the consolidated school when the bell rings; the children of migrant families who attend no school in the fall of the year, but join their parents in the fields; the children of the tenant-farm families. The questionnaire has become an important document in Lynn County. In the McGinty home a copy lies on the table in the living room, in close proximity to the Bible.

Actions speak in Lynn County

At the very top of the list of recommendations when she sent in the questionnaire the chairman wrote: "More action and less talk." That's the slogan they have taken in Lynn County.

The major needs as listed were: Recre-ation; enforcement of the compulsory

school-attendance law; provision for health and welfare needs of children; more church recreation programs and facilities; more provision for parent education; State aid for the library.

A nerve center has been touched in this West Texas county, which links it up with the other counties in the State and with the cooperative action for children throughout the Nation. "We are a little county of little people," says Mrs. McGinty; "We go about things not as they do in Washington, but as Texans, according to the ways of our own county, but we want to be a part of what's happening in Washington for children."

After a county such as Lynn blocks out its needs, the State committee, to which the questionnaire is returned, helps to find the resources available to meet them. Needs in the different categories are channeled to the sources within the State which can lend help: Those relating to library services are referred to the State librarian, welfare services to the Department of Public Welfare, and so on. Where there is no State resource, as in the field of recreation, that gap shows up and makes evident a State need. Sometimes colleges or universities within or adjacent to the county can offer aid on some of the problems.

A neighboring county to Lynn is Lubbock, with the growing, thriving city of Lubbock as the county seat and the shopping and industrial center for a wide area of the western-plains section.

Lubbock County is just launching its plan of cooperative action for children and youth. It has many more resources to draw upon than has Lynn County. For one thing, Texas Technological College, one of the top-ranking in its field, is located there, with all its facilities and resources of faculty, research, and cultural opportunities.

Lubbock County might well lend a hand to a less well-endowed neighbor like Lynn. For instance, a county library is about to be opened in Lubbock. The city is providing the building and services, and bonds have been issued to pay for the books. A bookmobile attached to the Lubbock Library could serve the people of Lynn and possibly other nearby counties. This kind of neighborly cooperation among counties is one of the hopeful outcomes contemplated as a result of the State-wide action for children and youth.

Landscapes like this in Texas mean that farmers have learned to cooperate so as to save the soil. Now citizens in Texas counties are teaming up for the conservation of children.





The eyes and hopes of Texas are on youngsters like this happy, husky, farm boy. County by county, the people of Texas are at work to give each and every child his rightful chance.

A widely representative committee, including members of public agencies as well as lay citizens, is getting into action in Lubbock County, beginning with the filling out of the questionnaire. The chairman, Mrs. H. F. Godeke, has long been active in PTA work. Around the table with her sit representatives of the various public agencies: Health; welfare; education; employment; the court; the probation office; and others, including a representative of the Salvation Army, the Council of Churches; and other leading citizens.

Last winter, when Texas bore the full brunt of the severe cold and snow, Lubbock citizens faced an emergency. Numbers of the Mexican migrant workers who had stayed late after the harvesting season were caught in their midst, without adequate food, shelter, and clothing. The city and county welfare funds were depleted by the emergency. The citizens of Lubbock rallied to the call of the mayor and by pooling their resources they took care of the situation.

In many parts of Texas social planning and organized action are still new. Matters are handled on an individual-

istic basis. The spirit of independent action of the defenders of the Alamo and the Texas rangers is still strong. Against this background, what is happening in relation to children in Texas today has added significance.

Counties have common aims

The White House Conference Planning Committee of the Texas Committee for Children and Youth has taken the Children's Charter as its platform. A copy accompanies each of the questionnaires sent out to the counties. Its 19 points, setting forth the rights of children, serve as the yardstick by which counties measure their services to children and youth. These common aims and the common task of inventorying the needs of children are a bond that ties the counties together.

The metropolitan counties, such as Dallas, have a different task from that of the more rural counties. The Dallas County Committee for Children and Youth looks upon the questionnaire as an educational instrument to arouse public opinion, to rally support for expanding already existing facilities and for new services to which the survey

points a need. A series of public meetings is planned for the discussion of the facts presented and the recommendations of the committee.

The size of the fact-finding task made it advisable for the Dallas committee to divide into 22 different subcommittees. Health, for instance, was subdivided into four sections: General, mothers and newborn infants, infants and preschool children, and children of school age. Chairman of the Dallas committee is Howard G. Large, vice chairman of the Family and Children's Division of the Dallas Council of Social Agencies. Under his direction, work on filling out the questionnaires started the first of December 1948, and the returns were in by early February 1949. Many persons cooperated with the committees in the county in gathering the facts. Members of PTA's, Dads' Clubs, and other civic groups lent a hand in the different communities. Panel discussions on the subjects covered by the questionnaire attracted public attention. In Dallas such groups as the Citizens Committee on Juvenile Welfare of the Council of Social Agencies lent assistance, clerical and other. Students of sociology at Southern Methodist University helped to analyze the data.

With the facts all in, a general meeting of the committee members was planned, at which the five major needs were selected in order of importance; and intensive work was initiated to meet them. A core group of seven to nine persons will draw up a report outlining the major needs which the survey defines, with suggestions for how they may be met, and listing resources available to help with the job. By fall this working document—a report on children to the citizens of Dallas and Dallas County—will be ready for presentation.

It will serve as an impetus to citizen action. A program will be set forth. It will include goals that hopefully may be accomplished by the date of the White House Conference in 1950; others will involve long-range planning.

Not all the plans will start from scratch. Many will include on-going activities which need speeding up or intensified action. The White House Conference serves as a spur toward increased accomplishment.

Of the 254 counties in Texas, about 200 have already set up committees for children and youth in the State-wide planning for the White House Conference. Others are in process of organizing. While all the counties are bound together by a common purpose and many of their needs are the same, there are differences because of the wide differences between rural and urban counties and the great variety of cultural and social patterns.

The eastern cotton country still reflects the transplanted traditions of the old plantation life of the South. The southern-border sections are strongly affected by the large populations of Latin-Americans and their traditional culture. Oil and kindred industries influence the life of other sections. In the western-plains and Panhandle regions, still known as cow country, wind and space and frontier ways prevail, even while the latest methods of farming, industry, and luxury living crowd in.

Top-ranking objectives in planning for children differ, partly because of these sectional differences. Of the first 45 counties sending in returns on the questionnaire, health and recreation topped the list of the major needs, 38 counties ranking each of these two needs first. Education came next, with 32 counties; and libraries followed, with 30 counties reporting needs in this field; and next, religion, with 28 counties specifying this.

In East Texas counties, such as Robertson and Fort Bend, rich agricultural areas, with many large plantations growing cotton and grain and cattle, the old and the new are in close juxtaposition. On the beautiful plantation of the chairman of the Fort Bend County Committee for Children and Youth, Mrs. Joseph A. Wessendorff, is the grave of Mrs. Jane Long, known as the mother of Texas, because of her heroic stand against the Indians when left with her young children and a handful of deserting soldiers to defend a fort.

The broad stretches of land planted to cotton that surround her grave are cultivated with the latest farm implements, and 30 miles away is the impressive city of Houston with its modern skyscrapers, on its outskirts the fabulous new Shamrock Hotel, built with the riches of oil. Yet in Fort Bend County, with the prod of the question-

naire of the Texas Committee on Children and Youth, coordinated planning for children has begun for the first time.

Nearby farms are cultivated by tenant-farm labor, 75 percent Negroes. Each year 25,000 to 50,000 migratory workers come in to harvest the crops. A considerable population of Latin-Americans live in the county. These situations present a complex of problems as the Fort Bend County committee sits down to plan for children. Children of the land-owning families, of the industrialists and industrial workers of the several small industries in the county, of the farm workers—children of different racial groups and widely different economic backgrounds—make up the total.

The important thing in this East Texas county is that for the first time the people know the facts, and are beginning to deal realistically and earnestly with them.

The committee started out with a membership made up of representatives of the official agencies, but is enlarging its numbers to include a wider representation of public-spirited citizens. With the facts as an instrument, the committee will try to rouse public opinion to secure such needed services as a county welfare unit and a county health unit. A fine new county library has already been completed, and a bookmobile serves the county. A program of recreation to reach all children is one of the major considerations of the committee. These are immediate and important aims upon which they are set. What is of greater importance is the new consciousness of the rights of children which is stirring and the cooperative will to do something to secure those rights.

For the whole child

The words of the chairman of the committee stayed with me as I came away from a meeting of the Fort Bend committee in the county courthouse in Richmond: "We want to keep our focus upon the whole development of the child—every child—not to think of children in bits and pieces, education for their minds, or health for their bodies, or children in special need. We want all the things that help all children to grow to their full, potential development."

And they mean to work to this end in Fort Bend, consecrated to the purpose of developing their own citizen strength through teamwork.

The Robertson County committee, under the chairmanship of Mrs. Judd Collier, is embarking upon a program to lift the standards of services to children all down the line as a result of the facts revealed by the questionnaire.

They have set as their goal a 12-months' program of education; year-round use of the schools; 12 months' recreation, with paid leadership; increased public recreation facilities; adequate library service; a thoroughgoing health program, with a health unit, which the county once had, but lost; and mental-health guidance.

These are their goals. To reach them they see the need of a State program in these fields, with legislative support. "We know our needs," says the county committee chairman, "but we must have some help from the State."

Some of the voluntary citizen agencies are being spurred to action by the results of the questionnaire. The great need for recreation, for instance, which shows up in many of the counties, has roused the interest of the Texas Junior Chamber of Commerce. At its annual meeting in Galveston in March of this year it endorsed a proposal to promote—and help to provide—urgently needed recreational facilities as disclosed by the Texas Committee on Children and Youth. That will be its special project in relation to White House Conference planning for children and youth in Texas.

Representatives of local junior chambers of commerce, through county committee chairmen, will get information on the recreation needs revealed by the questionnaire. When they have been investigated and approved they will promote public interest through their own programs and contact with other civic groups, stimulating campaigns through the press and radio and in other ways.

The counties mentioned here are a mere sampling of the many counties at work. The situation is as varied as the Texas topography and resources.

When all the facts from all the cooperating counties are in, they will be

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THE RIGHT START

Early Foundations For Job Satisfaction

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THE PHILOSOPHY underlying the establishment of the Federal Children's Bureau 37 years ago, that the child is a unit and all his varying needs and interests are indivisible, has stood the test of time. Although our concept of child welfare has broadened vastly over the years, and the services of the Federal Government in this field are far beyond anything contemplated in 1912, the close relationship of all phases of child welfare has been increasingly demonstrated; and new activities have, for the most part, been incorporated in the Children's Bureau.

The chief break in this pattern—and to the writer an unfortunate one—was the separation of the child-labor and youth-employment program from the rest of the Children's Bureau when the latter was transferred to the Federal Security Agency in 1946. The child-labor program, one of the earliest concerns of the Children's Bureau, remained in the Department of Labor because of its close relation to labor programs and employment regulation. The fact that child-labor and youth-employment activities are now organically separated from the Children's Bureau, however, does not alter the fact that the development of Federal child-labor work over a period of 30 years brought ever-increasing evidence that the needs of children and youth in relation to employment are part of their general needs as young people.

This is so, not merely because child labor is detrimental to health and education, and because the health needs of working children and their need for normal family life, economic security, community services, and education, are the same as those of other children. There is an even more basic respect in which activities relating to child labor

and youth employment are an integral part of child welfare—for every child will eventually work in some capacity.

Work is not merely an economic necessity; it is part and parcel of the fabric of living. A person's adjustment to, and satisfaction in, his occupational activities, whether in industry, a profession, or the home, is an important factor in his general effectiveness as a person. A child-labor and youth-employment program, therefore, must be concerned with all the implications of "work" in relation to the growth and development of young people.

In the past, attention has rightly been focused on the dangers of employment of children at too early an age or under conditions that jeopardize their education, health, and development. Great

strides have been made in preventing such harmful employment, and markedly so during the past 10 years when Federal regulation of child labor has been in effect under the Fair Labor Standards Act. There are still child-labor sore spots and inadequate State laws. Especially is this true for children employed in agriculture—the many thousands, as young as 8 or 10 years, who help their families to eke out a living as sharecroppers and migrants—probably the most deprived of America's children in terms of home life and of educational, health, and recreational services.

But as the years go on, the enforcement of restrictive child-labor laws should become less of a problem. Amendments to the Federal law now

Her first job is a milestone in this girl's life; it looms up as a step toward adulthood and independence. And if her start is poor, this may adversely affect her future working life.



under consideration by Congress will, if enacted, extend its provisions to most major industries, and State laws to reach the remaining areas of child employment are gradually coming into line. The belief that the child under 16 belongs in school, and that conditions of employment for minors under 18 years should be regulated, has become pretty deeply embodied in American thought. Other factors are also tending to reduce child employment, such as the mechanization of industry and of agriculture, eliminating many of the hand processes which have always utilized cheap child labor; the increasing demand on the part of employers for high-school graduates; the growth of unions and the beginning of unionization in agriculture; minimum-wage laws; and the gradual recognition that large-scale commercial farms are industrial enterprises, which must be brought under labor regulation.

The progress in reducing child labor has been accomplished by an increased awareness of other aspects of youth employment. Just as our expanding knowledge of children's needs and of child and adolescent psychology has opened up new vistas of thought and action in relation to child health and edu-

cation, so, in the field of youth employment, problems are being considered and activities developed (though on a relatively small scale and primarily in large cities) which, some 25 years ago, were completely ignored in programs for child welfare. The change in the term "child labor" to "child labor and youth employment" is but one evidence of this expanded concept.

Each year about a million boys and girls start full-time work. For many of them this is an abrupt change. One day they are pupils in school, an institution operated solely for their welfare. The next day they are on their own, a cog in the vast machine of industrial enterprise, their place in it determined hit-or-miss, part of a system operated primarily for profit, with the needs of the individual quite incidental.

A transition as short as this is a poor start for future occupational satisfaction. A person's vocational adjustment is determined, not only by the adequacy of his wages and the conditions under which he works, but, to a considerable degree, by the preparation he has received for working life, the guidance he has been given in selecting his work, and his early job experience. The first job is a milestone in the child's life—it

looms up as a step toward adulthood and independence. A wrong start—getting fired soon after he starts, or finding himself in a job that is beyond his abilities or for which he is not prepared, or in one that neither utilizes his capacities nor offers him opportunity to develop them, or that presents problems which he cannot understand—problems of industrial relations, or personal relations—is a frustrating experience for a young worker and may adversely affect his future working life.

The degree to which young people are prepared for and aided in their early vocational adjustment may affect their attitude to work for years to come; it may mean the difference between a person who welcomes employment as a normal and desirable part of living and one who goes through life regarding work as a necessary evil having nothing to do with his other interests and activities.

A program related to youth employment is, therefore, a matter of public welfare and of governmental concern. The vocational needs of the individual as he grows up, progresses in school, enters industry, and has his first work experience, must be recognized as on a par in importance with his needs in the fields of health, education, and welfare. For the extent to which they are met will be one important factor in determining his effectiveness as a parent, a citizen, and a person.

Work as a continuing experience

What can be done to insure satisfactory vocational adjustment for young people? The lines of approach are closely interwoven with efforts in the fields of health, education, recreation, labor, and welfare. Preparation for work should begin at an early age, long before the child is ready to think of any kind of job. It starts in preschool days, when the wisely educated parent trains the child to put away his toys and gradually to assume responsibility for certain household tasks. It continues in school, where the child, from kindergarten on, has certain definite responsibilities. All through school life, work experience continues, changing in nature and content, developing from individual tasks to group work that may be of value to the school, perhaps including volunteer community

These high school boys are getting practice in the field of work in which they hope to get their first real employment. This should make the transition from school to work easier.



projects as the child grows older, and including, for some, part-time work during the high-school years.

But there is much more to the preparation of youth for vocational life than work experience in home or school or industry.

The role of guidance in vocational adjustment

Much of this preparatory work centers in the schools. But it is the concern not only of educators, but also of those working in other fields of child development—a fact which has been recognized by the Office of Education's Commission on Life Adjustment Education for Youth, which is seeking to develop, on National, State, and local levels, close cooperation between school people and other interested groups.

Foremost in importance is the development of guidance services for children from the early years on, using guidance in its broadest sense and including educational, vocational, and personal counseling. Robert C. Taber, director of the division of pupil personnel and counseling of the public schools of Philadelphia, has said:

"Educators are just beginning to appreciate the extent to which a satisfactory personal adjustment in the early grades is basic to an eventual sound, vocational adjustment."

Similarly, the report of the Subcommittee on School Counseling, of the National Conference on Family Life, recommended in 1948 that "the services of a competent school counselor should become the basic right of every child and youth . . . counseling should be available throughout the entire school career—from kindergarten through post-high-school education."

Guidance services are not confined to the schools. Some private organizations have services of specialized types and for specialized groups of children and young people, but the school is the one place which can reach every child prior to the time he enters industry. But only one-sixth of the junior and senior high schools in the country now have the services of either part-time or full-time counselors and guidance officers. And guidance in the elementary schools has hardly made a start.

Guidance services should include interest, aptitude, and achievement tests; advice to a child *on an individual basis*



A child needs counseling and guidance to prepare him for vocational life, not only when he is about to look for a job, but also throughout his school years, and even in his preschool days. And such service should be available to him through his early years of employment.

about his school work and school adjustment; consultation on family problems; help in selection of school courses and school activities; advice, as he approaches school-leaving age, on whether he should leave school, or undertake part-time work, or continue to give full time to his education; vocational information and counseling. The role of a school guidance department, however, should not be limited to aiding the child—and his parents—with his problems and decisions. The information and experience which guidance services build up, if properly evaluated, should make the guidance service a key agency in pointing up weaknesses in the school and changes needed in its curriculum and activities.

The curriculum and vocational preparation

"Beginning with the elementary school, and particularly in the early years of secondary education, the foundations of economic understanding and preliminary vocational orientation should be laid. This function is integrally related to general education. It should be clearly recognized in the curriculum and work of the school. All children should know the meaning of work, should come to have respect for all types of honest labor, should learn

in school—and if possible, to some extent out of school—what it feels like to do real work, and should at adolescence begin tentatively to identify themselves with some general idea of future occupational life."

This statement, adopted in 1940 by the Educational Policies Commission of the National Education Association, and the American Association of School Administrators, suggests the role of the schools in preparing children for working life. Translating this concept into reality in the school curriculum is a task in which representatives of labor, industry, and agencies working with youth can assist the educators.

Early in his school life, the child should begin to get acquainted with the world of "work." Before he leaves school he should be well-grounded in a knowledge of industrial development—the history, methods, and aims of organized labor; labor legislation; collective bargaining; and so forth. When this training should start, how it should be introduced into the curriculum, what educational media should be used, is a problem to which little attention has been given except sporadically here and there. One school in Newark, N. J., for instance, is conducting this spring a 1-week educational experiment, in

which officials of the American Federation of Labor will serve as "visiting professors" to conduct talks and discussions for high-school seniors on questions relating to labor.

It is impossible, within the scope of one article, to develop all the points at which the curriculum, directly or indirectly, can contribute to the future job satisfaction of young people, or even to suggest the range of current thinking in this field. However, mention should be made—even in a very incomplete listing—of the increasing emphasis being placed on prevocational work and the need for providing a student with opportunity for experimentation in vocational choice; consideration of the value of nonvocational school-work programs and of cooperative vocational part-time programs; the relationship between specialized vocational education and general education; the need for providing the student with a variety of skills, rather than narrow specialization, to fit him for the complex and changing industrial life of today; and education for homemaking and family life—the one occupation in which all school children will eventually participate.

Just as it is impossible to separate "life" into categories, so it is impossible to compartmentalize work of the school into separate functions. The aim is to educate for the whole of living, and that aspect of life which is called "work" is related to all the rest.

"All youth," says the Commission on Life Adjustment Education, "need instruction in human relations, civic obligations, consumer education, work experience, physical and emotional health, and international affairs. Such studies help smooth the continuing perplexities adults face in trying to be effective workers, consumers, citizens, and parents. Such studies face up to the demands made of all individuals who would live whole and significant lives."

Home influences

Another important factor in the child's preparation for successful working life, and one which to some degree affects the success of whatever the school may try to do, is his home environment. The family's economic status and security, the attitude of the parents toward education, their under-

standing of the aims and activities of the school, their opinions—or prejudices—about the social prestige attached to different occupations, their ability to understand the personal problems of their children, their attitude toward their children's limitations—as well as their talents and ambitions—all play a part in the child's future vocational adjustment.

Some of these are primarily a matter of parent education and guidance. Others involve basic social and economic legislation, such as minimum wage, social security, health insurance. For any measure that tends to increase and stabilize family income affects the child's working life—both in terms of adjustment and, in many cases, more concretely in terms of the amount of schooling he receives. We have not by any means reached the day when no child is forced to leave high school because of poverty—either because his family cannot meet the expenses incidental to school attendance or because his earnings are needed at home. Even less have we reached the day when it has become financially possible for every boy and girl who can benefit from a college education to secure one. The development of student financial aid through loans and scholarships is, except for veterans, practically an untouched field. Probably all thoughtful persons would agree that every child should have an opportunity to continue his education to the limit of his capacities. But this is lip service only, and we are still very far from realization of the goal.

Health factors

Not to be overlooked in a program of vocational adjustment is the need for expanding health services for young people. The result of inadequate school health work is evident in the number of boys and girls who reach "working paper" age and seek employment certificates, only to be refused an opportunity to work because of physical defects which should have been corrected years before. It is taken for granted that a young person, before he makes the transition from school to working life, should be in good physical condition. But that desirable state of health should already have been reached as a result of a health program conducted during the

school years and should not await the final moment when he plans to leave school that he may enter employment.

In England, health examination is not required before the child goes to work, but there is a system of periodic health examinations for young employed workers. We have nothing comparable to this in the United States. Nor have we built up any body of knowledge about the effects on the health of young people of different types of employment, hours of work, and so forth.

Services for youth who have left school

A youth-employment program should not stop at the time a boy or girl secures a job. Special counseling and placement services for young workers should be available all through the early years of employment. Many a young person finds that his first job is not what he thought it would be and not what he wanted; he encounters difficulties he does not know how to meet; he develops ambitions along other lines. He wants to consider a change in employment and needs advice as to available job opportunities, what they require, and what they offer in terms of immediate work and future advancement; what facilities for further training there are in the community; what industries have apprenticeship programs; what ones offer other types of on-the-job training; what educational opportunities (not merely vocational) are open to youth. A body of research on job satisfaction is becoming available, and points strongly to the need for such services for young people. In a *Fortune* survey (quoted in "Job Satisfaction Researches of 1946-47," *Occupations*, December 1948), a sampling of workers were asked: "If you could go back to the age of 15 and start life over again, would you choose a different trade or occupation?" Fifty-seven percent replied "Yes."

Last, but by no means least, there must be constant attention to the conditions under which young people are employed and the maintenance of good labor standards. Wages, hours, and employment in hazardous work are generally recognized as a matter for governmental regulation, and there must be increasing vigilance to see that such laws are enforced and that low-standard laws are strengthened. We need to

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THERE IS ALWAYS MORE TO LEARN ABOUT CHILDREN

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THE PAST half century has seen the birth and rapid development of pediatrics as a special field in medical practice and teaching. A long step forward was taken as early as 1860, when a professor of diseases of children (Abraham Jacobi) was appointed at the New York Medical School, but development of the science of pediatrics was not prosecuted vigorously until the late nineties.

Children's bodies studied

In the first 30 years of the twentieth century an intense and rapid development in this branch of medicine took place. With startling and sweeping discoveries in the fields of bacteriology, pathology, physics, biochemistry, and pharmacology, and their bearing on pediatrics, teachers and students alike

were deeply engrossed in a highly successful effort to place this branch of medicine on a critical, scientific, objective basis.

Babies and older children were weighed, measured, and X-rayed; their body secretions and excretions analyzed; and their food intake and output accurately measured.

Planning the formula for the baby's food, once a prerogative of the mother or grandmother, became so complicated that the pediatrician was almost forced to use a slide rule in estimating the proper proportions of proteins, fats, and carbohydrates; and for years the poor mothers struggled hours to make

the milk mixture exactly according to specifications and were warned not to change it without the advice of the pediatrician.

We might term this period in pediatrics the *era of scientific somatic pediatrics*, the emphasis all being on the child as a biological unit.

During this period ideas concerning the psychological care of the child were derived largely from the theoretical and experimental studies of psychologists who knew little or nothing of children in their normal environment.

The outstanding book of the period for mothers, on the care and feeding of children, was written by the eminent clinical pediatrician, L. Emmett Holt, in 1894; and this famous baby book remained the mother's bible until long after its last edition in 1929. [1]

Given at a symposium on psychosomatic pediatrics of the American Academy of Pediatrics.

Dr. Holt's point of view is expressed in the following quotations: "Babies under 6 months old should never be played with; and the less of it at any time the better for the infant." When played with, "they are made nervous and irritable, sleep badly, and suffer from indigestion and cease to gain in weight." They may be played with, he said, "if at all, in the morning, or after the midday nap; but never just before bedtime."

Sucking, nail-biting, dirt-eating, bed-wetting, and masturbation were listed under the topic, "Bad habits." In handling these problems, Dr. Holt suggested various physical restrictions: "Children with such tendencies should be closely watched and every means used to *break up* these habits early."

Little regard for parent-child relationships

In 1917 John B. Watson formulated his well-known theory of behavior in terms of reflexes or inherited responses. Although this theory was based on experiments in conditioning and unconditioning children to the fear of animals, it influenced pediatrics tremendously because it provided pediatricians and parents alike with seemingly new suggestions for the rearing of children. Still, after a decade or so of faith in behaviorism, "parents themselves were beginning to question, and even resist, advice about child care which was rigid, artificial, mechanical, unfeeling, and fitted more to animal experimentation in the conditioning experiment than to a home and parent-child relationship," as Milton J. E. Senn [2] recently wrote.

Psychological aspects neglected

The pediatrician of this era of scientific somatic pediatrics, like his teachers, was so deeply engrossed in the somatic aspects of disease that he had little time or interest for the psychological aspects of his specialty, and relatively no knowledge of them. Mothers were not allowed to use their own judgment in feeding their babies. Babies usually were fed every 4 hours by the clock. Mothers were urged not to spoil them by rocking or fondling, not to take them up when they cried, and to leave them alone in their rooms except for a brief playtime in the afternoon. In other words, it was the prevailing belief that early infancy was the time to begin inculcating strict regularity of habits in

order to avoid spoiling the child and to prevent undue dependence on the parent.

Beginning, however, in the late twenties, voices were heard protesting against the psychology of the era of scientific somatic pediatrics. Sigmund Freud and his followers were beginning to learn what happened in later life to infants and children reared under this rigid regime. Adolf Meyer of Johns Hopkins had been teaching that man is not a biological unit only, but a psychobiological unit, and, as such, the entire individual, not merely his somatic life, must be appraised.

In 1928, Clara M. Davis [3] conducted the first successful experiment of allowing infants of weaning age to exercise choice in the amount and type of food they wished to eat. This study represents one of the first radical departures from the old, stereotyped rules of infant feeding; a complete break from the teaching that the physician alone can estimate exactly what the child needs, without regard for the child's wishes as to quantity, quality, or interval between feedings.

And two decades later, Aldrich [4] has reported on the successful feeding of 668 infants for a year on a "self-regulating regimen, designed to allow the babies free choice as to intervals of feeding and amounts of food, although the kinds of foods included in the menu were prescribed."

In 1935, Grover F. Powers [5] of Yale termed this new dawning era in pediatrics the *psychologic era*. He emphasized the fact that "the pediatrician must think not less in terms of principles of nutrition but definitely and decidedly also in terms of the personality of the child and of those in his immediate environment, especially, of course, of the mother." "In the past," said Dr. Powers, "emotional difficulties were not recognized as of major importance since they seemed to be present only in isolated cases, but now these problems are widespread, constituting a major portion of the practice of many pediatricians. The reasons for this increase are many; the problems are sequelae, in part—possibly in large measure—of a strict, dogmatic attitude in the application of the advances in the science of nutrition to the practice of infant feeding. No plea is being made for

irregularity for irregularity's sake, but a protest is being made against inflexible standardization for its own sake. It would be wise for the physician to worship the baby more, and the measuring stick, the scales, the graduate, and the clock less."

The child psychology of the so-called scientific era of pediatrics was derived from hearsay, folklore, tradition, and theoretical and experimental psychology. The child psychology of the new, or psychological, era of pediatrics, now rests on a firm foundation of carefully controlled observations from the field of anthropology, from studies of primitive peoples, from very careful studies in abnormal psychology, from the contributions of the school of psychoanalysts who have unearthed and disclosed the causes of adult neuroses as dating back, usually, if not always, to psychological injuries in early infancy and childhood. And lastly, this new psychology rests on many carefully controlled observations on large groups of infants and children and on the interesting contrasts in homes where at least one child has been reared under the old system and one or more under the new.

From the study of primates it has been shown that the chimpanzees are the only primate group which have a happy family life. The young are exclusively breast-fed for 3 to 6 months, and sometimes for 2 to 3 years. The mother starts playing with her baby at an early age—beginning about the third month and continuing until the infant is matured.

"Chimpanzee mothers get to understand their babies thoroughly. They are able to forestall their needs and to interpret correctly every infantile posture and movement. These animals are sufficiently intelligent to manage their group affairs peaceably and with a fair degree of independence and some measure of happiness for each individual member." [6]

Few Okinawans psychotic

These observations suggest that only where the young are reared in emotionally happy surroundings can we expect peace-loving, cooperative adults.

In studying the Okinawans after our terrific bombardment and capture of the island from the Japanese, James Clark Moloney, [7] a psychiatrist, was struck

by the rarity of psychotic persons on Okinawa Shima. At a U. S. Naval Hospital on Okinawa, among 1,500 native patients, the neuropsychiatric division housed only 30. Among 500 shell-riddled civilians at Koza, only two were psychotic.

Dr. Moloney says: "I do not believe that these people are constitutionally sounder than Americans. Nor do I believe that their mental health can be entirely ascribed to the destruction of weaklings through disease, permitting only the strong to survive and propagate. Rather, in my opinion, this psychological stamina stems from the excellent start the Okinawan child gets in life. He is well-mothered."

The Okinawan child is breast-fed almost from the moment he is born, whenever he wishes to suckle, and as long as he wishes, until he is 2 years of age or even older. During that period, the mother seldom deserts her child. By means of a "wraparound" she carries him on her back wherever she goes, about her housework or out in the fields where he slumbers, being rocked to and fro by the mother's movements.

"No attempt at bowel training is made until the child is over 2 years of age. Then he is directed to follow the bowel habits of his older siblings. In this training, there are no threats made, no force used. They are not necessary. The child, by this time, has achieved a psychological health commensurate with his age. He takes to the bowel training naturally enough. . . .

"One not familiar with psychological maturative processes would be inclined to believe that the Okinawan brand of mothering would produce a self-centered, a spoiled, an undisciplined child. On the contrary, they show themselves capable of harmonious social cooperation."

Good mothering brings good dispositions

Similar studies among Indian tribes in the Southwest and Mexico have revealed similar findings. That is, where you find a tribe of kindly, generous, co-operative, peace-loving natives, study will reveal that their babies, like the Okinawan babies, have been well-mothered.

In their splendid book, *Babies are Human Beings*, Dr. and Mrs. C. A. Aldrich [8] point out: "This frequent in-

sistence that children should be denied gratification is undoubtedly due to the prevalence of 'spoiled children.' In my experience most spoiled children are those who, as babies, have been *denied* essential gratifications in a mistaken attempt to fit them into a rigid regime. Warmth, cuddling, freedom of action, and pleasant associations with food and

who are spoiled, not the latter. They usually are uncertain, apprehensive, demanding, selfish, jealous, emotionally unstable, and fundamentally passive, in marked contrast to the opposite traits in those children who were emotionally satisfied in the first 2 years of life.

As a result, then, of all these various observations, the pediatrician of today,



If the baby is bottle-fed, his mother should hold him while she is feeding him; and she should try to make every mealtime as warm and personal an experience for him as possible.

sleep have been pushed out of the way to make room for a technique. The lack of these things is so keenly felt that by the time babyhood is past, such children have learned their own efficient technique of whining and tantrums as a means of getting their desires."

Pediatricians who have been in practice a long time have, by this time, seen numbers of families in which at least one of the children was reared under the old rigid regime and one or more under the newer method. With few exceptions, the former children are the ones

who has accepted this evidence and thrown off the shackles of the father image in his teachers, leads the mothers along quite a different path from that of even 10 years ago.

How do doctors advise mothers now?

1. We now urge the mother to breast-feed her baby, provided she is physically able and emotionally free to do so. If she bottle-feeds her baby, we urge her to hold him and make each feeding period as warm and personal an experience as possible.

2. We now regard the baby as the best judge, not of *what* he may eat, but when and how much.

3. At various age levels we add to the baby's diet food which *may* be taken, not *must* be taken.

4. We tell the mother that it is not important *when* she begins bowel training, but *how*. The child should be *led* to cleanliness, not driven. The same is true for bladder training.

5. We now tell her that thumb-sucking, head-rolling, hair-twisting, crib-rocking, and masturbation are all comfort-seeking mechanisms utilized by practically all babies at some time. These in themselves are all entirely harmless and can safely be ignored. They are sensual pleasures. They usually indicate that a baby or child is not deriving sufficient emotional satisfaction from his environment.

6. We now know that love, fondling, play, rocking to sleep, feeding when hungry do not produce a spoiled child; that bowel and bladder training and other discipline may be safely deferred; that the new approach is essential if the infant is to make a happy, friendly, successful adjustment to life; that such approach enables him to accept later the absolutely necessary restrictions on his freedom without hate, fear, resentment or frustration, because such restrictions and discipline come from those who have completely satisfied his fundamental cravings for love, security, and satisfaction.

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Reprints in about 4 weeks

Teamwork in Texas

(Continued from p. 165)

compiled. The result will be a picture of the State such as never has been presented before, a picture in terms of children. It will be so clear and irrefutable that he who runs may read—legislators and public servants, as well as Mr. and Mrs. Average Citizen.

The Texas Committee on Children and Youth, which set the ball rolling for this county-by-county program of fact-finding and action in preparation for the Midcentury White House Conference, is a voluntary group, made up of representatives of 70 State-wide organizations and agencies and citizens interested in the welfare of children and youth. The organization of county committees in preparation for the White House Conference is under the direction of a subcommittee known as the 1950 White House Conference Planning Committee of the Texas Committee for Children and Youth. Mrs. George Abbott is chairman. Mrs. Abbott, who works wholly as a volunteer, should be listed among the famous "Texas brags." In her tireless spirit and devotion to this Texas campaign for children she is a not-unworthy successor to the defenders of the Alamo.

She is aided by an able committee, which includes in its members representative young people who speak for youth. And several of the Federal and State agencies and voluntary groups lend valuable assistance in this cooperative task.

While the committees were established in the counties primarily to carry through the questionnaire, most of them are planning to carry on into the future. The questionnaire serves merely as a springboard. The significance of the activities of these Texas counties is not how far they have progressed, but the process by which they are progressing. Through their citizen committees they are embarking upon a fresh pioneering, welding together their energies in behalf of children, drilling for a new kind of oil, the oil of human resources. If they keep at the task, it may yield in years to come far greater wealth than the oil and gas of all their wells.

Reprints in about 4 weeks

Job Satisfaction

(Continued from p. 169)

know a great deal more about what young people may and may not safely do; the point at which regulation is desirable and the point at which it begins to reduce chances for young people to get started in worth-while work.

From this general summary, which no more than high-lights some of the activities and services that comprise a constructive program in the field of youth employment, two facts stand out:

1. That it is a vast program which must serve the needs of many millions of young people of widely different interests, abilities, and aptitudes; and yet, to be effective, must reach the individual.

2. That the planning and execution of such a program requires close cooperation between agencies, public and private, Federal, State and local, working in the fields of labor, social security, health, parent education, general education, guidance, and placement.

It should be obvious that no blueprint for a comprehensive program of youth employment can be developed or put into operation all at once or on a Nation-wide scale. Many communities are already carrying on activities along some of the lines mentioned. Probably for many years general progress will be somewhat sporadic, as individual communities, forging ahead and pioneering, extend their efforts along these lines. But it is essential that all of these local efforts be carefully studied to measure their effectiveness and their applicability to other communities, that there be organized large-scale basic research and exploration in this field.

The problem will assume increasing importance in the decades ahead, as a result of the increased birth rate of the war years. The United States Bureau of the Census points out that from 1951 to 1958 there should be "a gradual increase (totaling nearly 300,000, or 14 percent) in the number of youngsters seeking employment for the first time, and between 1958 and 1964 a sharp increase (totaling over 800,000, or nearly 37 percent)."

America cannot afford to let young people of working age be absorbed haphazardly, and without preparation, into our complex industrial life.

Reprints in about 4 weeks

IN THE NEWS

For Long-Term Care of Ill Children

Health and welfare departments—State and local—in 10 States were represented at a bi-regional conference on long-term care of ill children, held March 16-18, 1949, by the Arizona State Departments of Health and Welfare in cooperation with the Children's Bureau of the Federal Security Agency.

The States included in the two Federal Security Agency regions participating in the bi-regional conference are:

Region 9: Montana, Idaho, Wyoming, Utah, Colorado.

Region 10: Washington, Oregon, California, Nevada, Arizona.

Federal agencies represented, besides the Children's Bureau, were the Public Health Service and the Office of Vocational Rehabilitation, both of the Federal Security Agency.

The co-chairman of the conference were Edith P. Sappington, M. D., Children's Bureau Medical Director, Region 10, San Francisco, Calif.; and Donald J. Bourg, M. D., Children's Bureau Medical Director, Region 9, Denver, Colo.

For Social Work in India

The Indian Conference of Social Work was established in November 1947 at the first All India Conference of Social Work, held in Bombay, which was attended by 480 delegates from all over India.

The main objects of the conference are: To study social problems; to guide the progress of social work on scientific lines; to coordinate social services; to serve as information exchange for social work and to promote professional training of social work. The central executive committee includes 57 members from all over India.

A permanent secretariat is being established at the headquarters in Bombay to carry out the objects of the organization. A preliminary survey of social-service institutions, on an all India basis, is already in progress, and it is hoped that the directory when complete will provide the necessary basis for coordination of social services. In course of time a quarterly journal of social work will also be published by the conference, besides authoritative studies on Indian social problems. Provincial branches have been opened in Madras, West Bengal, Central Provinces, and Delhi and it was expected to form nine other branches before the sec-

ond annual session, which was scheduled to meet in Madras, December 18-22, 1948.

The Indian Conference of Social Work is affiliated with the International Conference of Social Work.

The executive secretary of the conference is Mr. B. Chatterji, Indian Conference of Social Work, Tata Institute of Social Sciences, Nagpada Neighborhood House, Byculla, Bombay 8, India.

Summer Courses

Louisiana State University. School of Social Welfare. Baton Rouge 3. Short courses: Services for children in foster care; supervision in social case work; trends in social welfare; (July 5-22). Workshop in welfare administration (July 25-August 12) Juvenile delinquency; Social services for children (June 10-August 12).

Columbia University. New York School of Social Work. New York 10. Four series of summer institutes in social work. Some of the courses: Understanding and working with the adolescent in a social group work setting; normal development of children; goals in legislation for children and youth; social case work as a service to children; social case work practice in adoption; social work with displaced persons. Series I, June 20-July 1; Series II, July 11-July 22; Series III, July 25-August 5; Series IV, August 8-19.

Smith College. School for Social Work. Northampton, Mass. Seminars organized around three general aspects: Social case work, psychiatry, and supervision. New topics this year: Teaching of case work, and case work writing and interpretation. Graduate seminars for experienced social workers in private and public agencies (July 11-21).

Vassar College. Twenty-fourth Vassar Summer Institute. Poughkeepsie, N. Y. Seminars for parents in child development, family relationships, and other subjects; workshops for teachers in nursery-school, day-nursery, and child-care programs; special education for the hard-of-hearing child; special programs for professional workers in parent education, child guidance, group therapy, radio and public speaking. The institute includes a 24-hour school for children from 2 to 10 years of age. July 7 to August 4.

Our Lady of the Lake College. Graduate School of Social Service. San Antonio, Tex. Special summer session for teachers, visiting teachers, school nurses, attendance officers, counselors,

and guidance personnel. Part 1, Seminar on school social work (June 6-11). Part 2, social case work; dynamics of human behavior; and organization of social work (June 20-July 30).

University of Denver. School of Social Work. Denver 10, Colo. Graduate professional education in five specializations: Family case work; child welfare; social group work; psychiatric social work; and administration (June 20-July 22 and July 25-August 26).

FOR YOUR BOOKSHELF

CHILDREN'S BOOKS FOR SEVENTY-FIVE CENTS OR LESS, by Marion L. Grimes. April 1948. 41 pp. 35 cents. **BIBLIOGRAPHY OF BOOKS FOR CHILDREN**. 1947. 117 pp. 75 cents. Both published by the Association for Childhood Education, 1201 Sixteenth Street NW., Washington 6, D. C.

With the price of books going up, the Association for Childhood Education is calling attention to the many excellent books for children that still sell for very little. Both of these carefully compiled pamphlets, "Children's Books for Seventy-five Cents or Less," and "Bibliography of Books for Children" carry lively descriptive annotations, and the bibliography suggests as well the ages at which children will most enjoy the various books.

Marion L. Faegre

BREAST FEEDING; a guide to the natural feeding of infants, by F. Charlotte Naish, B. A., M. B., B. Ch (Cantab.) Oxford University Press, New York. 1948. 151 pp. \$3.50.

Into this small book is packed a wealth of common sense and of practical knowledge about a highly controversial subject. Breast feeding, like rooming-in, has strong advocates from the naturalists and from the psychiatric groups. On the other hand, the observant physician sees many infants in his own practice and his confreres' grow into healthy, happy individuals on artificial feeding and is in consequence confused. Dr. Naish, though believing in the value of breast feeding, is not an extremist. The following passage illustrates her approach to the problem:

"There are some writers who apparently consider breast feeding a universal panacea. I do not share this view. I even think it dangerous, for it sometimes leads to underfeeding a child for the sake of keeping it on breast milk alone. There are unquestionably cases in which breast feeding is impossible;

others in which it is inadvisable; a good many in which it is inadequate by itself. Therefore the first problem is to decide when it should be used. The second problem is, when breast feeding has been decided on, to make it successful."

Especially useful are the chapters dealing with preparation of the breasts antenatally and with techniques of feeding during the first week.

The time of introduction of solid foods, as suggested by Dr. Naish, is very much later than it is in this country; also the time for dropping out the evening feeding. The diet is less varied than it is in the usual American practice, and more heavily weighted with carbohydrate foods.

The book is full of practical suggestions which should be helpful to all physicians, but especially to the young doctor who has not had time to learn these details through experience.

Katherine Bain, M. D.

CALENDAR

June 6-10—American Medical Association. Annual session. Atlantic City, N. J.

June 9-11—National Probation and Parole Association. National conference in cooperation with Ohio Probation and Parole Association. Cleveland, Ohio.

June 12-17—National Conference of Social Work. Seventy-sixth annual meeting. Cleveland, Ohio.

Some other organizations meeting in association with the National Conference of Social Work:

American Association of Group Workers.

American Association of Medical Social Workers.

American Association of Psychiatric Social Workers (June 10-12).

American Association of Social Workers.

Child Welfare League of America.
Committee on Services to Unmarried Parents.

Florence Crittenton Homes.

National Association of School Social Workers.

National Association of Training Schools.

National Committee on Homemaker Service.

National Council on Social Work Education.

National Probation and Parole Association (June 9-11).

National Publicity Council for Health and Welfare Services.

CHILD HEALTH DAY, 1949

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A Proclamation

WHEREAS the Congress, by joint resolution of May 18, 1928 (45 Stat. 617), has authorized and requested the President to issue annually a proclamation setting apart May 1 as Child Health Day; and

WHEREAS every citizen should do his utmost toward safeguarding and improving the health of the Nation's children:

NOW, THEREFORE, I, HARRY S. TRUMAN, President of the United States of America, do hereby designate May 1, 1949, as Child Health Day; and I invite all agencies, organizations, and citizens interested in the physical and mental well-being of children to consider on that day how best to promote in their own communities during the coming year definite programs of action designed to help our children to grow into healthy and responsible individuals dedicated to the principles of democracy.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the United States of America to be affixed.

DONE at the City of Washington this sixteenth day of April in the year of our Lord nineteen hundred and forty-nine, and of the Independence of the United States of America the one hundred and seventy-third.



Harry Truman

By the President:

Dean Acheson
Secretary of State.

June 19-23—American Association of University Women. National convention. Seattle, Wash.

June 19-23—American Physical Therapy Association. Annual conference. Boston, Mass.

June 28-July 1—American Home Economics Association. Annual meeting. San Francisco, Calif.

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Dr. Eliot Goes to WHO

When Dr. Martha M. Eliot, our Associate Chief, leaves the Children's Bureau in June to become Assistant Director General of the World Health Organization she will be taking a logical step in a career of ever-widening activity and leadership.

Dr. Eliot came from a line of pioneers in intellectual and spiritual affairs. From childhood her character was shaped toward devotion to the search for truth, compassionate understanding of her fellow men, and development of her great resources of mind and spirit.

After graduating from Radcliffe College she was for a time a medical social worker, and this experience led her to study medicine.

Three years after receiving her medical degree at Johns Hopkins she joined the pediatrics staff of Yale University School of Medicine, where she did clinical and research work as well as teaching. Soon Grace Abbott, then Chief of the Children's Bureau, persuaded her to enter the Children's Bureau, assuring her that she could continue her work at New Haven through arrangements between the Bureau and the university. For 10 years she engaged in notable studies of the growth and development of children, especially demonstrations of community programs for prevention and control of rickets. Her interests, however, began to branch out from clinical practice and research, in which field she had won an interna-

tional reputation, into application of medical knowledge through community organization and national programs.

In 1934 Dr. Eliot came to Washington to become Assistant Chief of the Children's Bureau. Her first job was to develop the basis for the maternal and child-health and crippled children's provisions of the Social Security Act. After the act was passed, in 1935, it was Dr. Eliot's resourcefulness and know-how that translated the legislation into a working program. She was quick to see the importance of advisory committees consisting of both lay and professional members. She studied at first hand the problems of the States. And she showed great administrative ability. At the same time she was giving leadership to the Bureau's research activities in the field of maternal and child health. She gave personal attention to the Bureau's bulletins for parents.

When British civilians were bombed Dr. Eliot studied methods of protecting children in case similar danger came to the United States. She went to England in 1941 as a member of a War Department mission to study civil defense there and later was lent to the Office of Civilian Defense, to advise it on plans of evacuation of children and other aspects of civil defense. Her outstanding wartime work, however, was organization and direction of the Emergency Maternity and Infant Care Program, under which more than 1,500,000 servicemen's wives and infants received maternity and infancy care

through State health departments, paid for by Federal funds supplied through the Children's Bureau.

Since the war Dr. Eliot has worked to improve State and community health services for mothers and children and to lay the foundation for expanded research in child life.

Dr. Eliot's international activities on behalf of children began with a study of maternal and child-health activities in Europe in 1935. She has since worked with the League of Nations and with UNRRA, and was vice chairman of the U. S. delegation to the International Health Conference in 1946. She was one of the three United States delegates to the first World Health Assembly, in 1948, and is chairman of WHO's maternal and child-health committee.

In the World Health Organization Dr. Eliot will be responsible for operations in the broad field of public health.

Dr. Eliot has given a quarter of a century to working toward the goal of a fair deal and an even chance for every child in the United States. Now her concern will be the children of the world.

The Children's Bureau will continue to bear the stamp of her leadership, resourcefulness, comradeship, and devotion. The contribution that she has made to its work through the years can never be replaced.

Katharine F. Lenroot
Chief, Children's Bureau.

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CHILDREN'S BUREAU

Katharine F. Lenroot, Chief

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